



**Virginia
Regulatory
Town Hall**

Notice of Intended Regulatory Action Agency Background Document

Agency Name:	20
VAC Chapter Number:	541
Regulation Title:	Regulations Governing Approved Programs for Virginia Institutions of Higher Education
Action Title:	Repeal current regulations; promulgate new regulations
Date:	4/17/00

This information is required prior to the submission to the Registrar of Regulations of a Notice of Intended Regulatory Action (NOIRA) pursuant to the Administrative Process Act § 9-6.14:7.1 (B). Please refer to Executive Order Twenty-Five (98) and Executive Order Fifty-Eight (99) for more information.

Purpose

Please describe the subject matter and intent of the planned regulation. This description should include a brief explanation of the need for and the goals of the new or amended regulation.

The Board of Education wishes to repeal the current regulations entitled Regulations Governing Approved Programs for Virginia Institutions of Higher Education (8 VAC 20-540-10 et. seq.) and promulgate new regulations by the same title (8 VAC 20-541-10 et. seq.). The primary purpose for regulations to accredit teacher preparation approved programs is to assure that prospective teachers are provided the background necessary for quality classroom instruction in the public schools and a level of quality in the professional education sequence that fosters competent practice. The program approval process as specified in the proposed regulations is set forth to assist prospective teachers in developing the background necessary for quality classroom instruction in the public schools, to require a level of quality in the professional education sequence for prospective teachers that fosters competence of graduates, to encourage institutions to meet rigorous academic standards of excellence in professional education, and to facilitate reciprocity in the teacher licensure process with other states.

Basis

Please identify the state and/or federal source of legal authority to promulgate the contemplated regulation. The discussion of this authority should include a description of its scope and the extent to which the authority is mandatory or discretionary. The correlation between the proposed regulatory action and the legal authority identified above should be explained. Full citations of legal authority and, if available, web site addresses for locating the text of the cited authority must be provided.

Section 22.1-16 of the Code of Virginia states: "The Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title." (<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-16>)

Section 22.1-298 of the Code states: "The Board of Education shall, by regulation, prescribe the requirements for licensure of teachers. Regardless of the authority of other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education." (<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-298>)

Section 22.1-298.E states: "Persons seeking initial licensure who graduate from Virginia institutions of higher education shall, on and after July 1, 2002, only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institutions have been assessed by a national accrediting agency or by a state approval process, with final accreditation by the Board of Education." (<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-298>)

Section 22.1-305.2 states: "The Advisory Board for Teacher Education and Licensure shall advise the Board of Education and submit recommendations on policies applicable to the standards for the approval of preparation programs and reciprocal approval of preparation programs." (<http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-305.2>)

Substance

Please detail any changes that would be implemented: this discussion should include a summary of the proposed regulatory action where a new regulation is being promulgated; where existing provisions of a regulation are being amended, the statement should explain how the existing regulation will be changed. The statement should set forth the specific reasons the agency has determined that the proposed regulatory action would be essential to protect the health, safety or welfare of citizens. In addition, a statement delineating any potential issues that may need to be addressed as the regulation is developed shall be supplied.

The proposed regulations differ from the current regulations in three primary ways. These major revisions are listed under Section 8 VAC 20-541-50 of the proposed regulations, Operation and Accountability of Professional Education Programs, in Sections A, B, and C.

First, the new regulations will require that the professional education department of the college or university ensure that Virginia's requirements of the Praxis I: Academic Skills Assessment and the Praxis II: Content Assessments must be satisfied prior to the completion of the approved program (Section A. Standard 1).

Second, as indicated in the proposed Section B. Standard 2, "The professional education department ensures that at least 70 percent of candidates are documented in the institution's 'declaration of admission' to the teacher preparation program shall annually pass Praxis II (subject area assessments) for the institution's professional education department to maintain Board of Education continued program status." This requirement is not contained in the current regulations.

Third, as indicated in proposed Section C. Standard 5, "The professional education department submits annual reports of demographic data that reflect the status of the program to the Division of Teacher Education and Licensure." This would be a new requirement.

The details of the review process are outlined in Part II of the Manual for Administering the Regulations Governing Approved Programs for Virginia Institutions of Higher Education, which is the guidance document associated with the proposed regulations.

Alternatives

Please describe, to the extent known, the specific alternatives to the proposal that have been considered or will be considered to meet the essential purpose of the action.

Following the adoption of revised Standards of Learning (SOL) for K-12 students in 1995, which led to the development of the recently approved competency-based licensure regulations, the Regulations Governing Approved Programs for Virginia Institutions of Higher Education also underwent extensive review. The Board of Education called for the revisions as set forth in the proposed regulations to ensure that teachers have the background needed to facilitate student achievement of the new Standards of Learning. The revision process involved more than 200 education professionals representing teacher education faculty, arts and sciences faculty, classroom teachers, school administrators and support personnel, parents, Department of Education curriculum specialists, and members of the Advisory Board on Teacher Education and Licensure (ABTEL). The proposed revisions represent the results of their efforts.

Family Impact Statement

Please provide a preliminary analysis of the potential impact of the proposed regulatory action on the institution of the family and family stability including to what extent the regulatory action will: 1) strengthen or erode the authority and rights of parents in the education, nurturing, and supervision of their children; 2) encourage or discourage economic self-sufficiency, self-pride, and the assumption of responsibility for

oneself, one's spouse, and one's children and/or elderly parents; 3) strengthen or erode the marital commitment; and 4) increase or decrease disposable family income.

These regulations are anticipated to have no impact on family stability, family income, or the institution of the family. The provision will give the parents of public school students additional assurances that teachers meet high standards of professional competence.